

Middle School Initiative

**PART I
COVER SHEET**

CAP 5 SEMESTER 1 WEEK 5

COURSE: Leadership Officer Leadership Laboratory –Achievement 12

LESSON TITLE: Management Principles: Coordinating

LENGTH OF LESSON: 110 Minutes

METHOD: Lecture/Discussion

REFERENCE(S):

1. *Leadership: 2000 And Beyond*, Volume II, Chapter 11
2. AFH 33-337, *The Tongue and Quill*, 30 Jun 97

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL: Transparencies

COGNITIVE OBJECTIVE: The purpose of this lesson is for each cadet to learn the methods of internal and external coordination.

COGNITIVE SAMPLES OF BEHAVIOR: Upon completion of this class, each cadet will have mastered the coordination process required to be an effective leader and manager.

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

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PART II TEACHING PLAN

Introduction

ATTENTION: Good afternoon and welcome again to your next class on management principles.

MOTIVATION: *Leadership is not a natural trait, something inherited like the color of eyes or hair...Leadership is a skill that can be studied, learned, and perfected by practice.*
- Army Leadership, FM 22-100

OVERVIEW: During our class today we will study the process of coordination within the military organization.

TRANSITION: The processes discussed in class today can be used anywhere where coordination is required to organize a plan of action.

Body

MP 1 Way back in Achievement 9 you learned that management is the process of organizing and using your resources to accomplish predetermined goals. You also learned that command has an inherent responsibility of system management; that you must achieve the greatest effectiveness possible with available resources; local control of operations is essential to their best use; and confidence in the organization is maintained by managerial ability and individual integrity.

The management process has three basic steps. They are:

- Establish the objectives.
- Accomplishment of these objectives.
- Measure the results.

To carry out this process you must plan, organize, coordinate, direct, and control.

MP 2 In Achievement 10, the principle of planning was discussed. This included defining and analyzing your objective; evaluating the situation; considering all possible courses of action; selecting the best course of action; developing an alternate plan; and testing both the best course of action and the alternate plan for completeness.

MP 3 Next, in Achievement 11, we covered some basic principles underlying the structural organization of a unit. These are unity of command; span of control; logical assignment; and delegation of authority.

You also learned that there are three types of unit structure. They are:

- Line
- Line and staff
- Functional

Each of these structures is used in the military organization, depending on the command level of the unit.

MP 4 Today's class is a continuation of the principles of management - that of coordinating.

QUESTION: What do you think coordination is? (Accept cadet feedback and summarize.)

QUESTION: How does coordination affect you as an individual at home? (Accept cadet feedback and summarize.)

QUESTION: Has any type of coordination been done while you have been in Civil Air Patrol? (Allow for feedback and summarize.)

Coordination is the flow of information between all affected parties. This is a very important part of organizational management because it establishes and maintains good human relations, achieves unity of effort, promotes mutual understanding, and binds the whole organization together.

Let's take a look at the coordination game and how it affects you. Our primary interest is in the area of internal coordination in its various forms.

Before we really get into the meat of our subject, let me ask you another question about coordination - How many of you learned to ride a bicycle without the use of training wheels? (If any affirmative feedback, continue with>>>) Taking that first ride took a lot of intestinal fortitude - guts. You had to push off, pedal to gain some speed, steer in the right direction, and maintain some sort of physical balance, all at the same time. This took mental and physical coordination to accomplish the task before you - to ride the bike and not fall over and crash.

For those of you that first learned to ride a bike with training wheels, you did not have to coordinate your balance until somewhat later. The time came when you, or a family member, thought it was safe enough to be a daredevil and finalize the act of coordination - take off the outriggers and hope for the best. This all really sounds simple, at this time in life, but it wasn't.

By the way, how many of you have never ridden a bike? Skateboarded? Ice-skated? Regular or inline skating? All of these take mental and physical coordination just like any other activity in your life. They are all a challenge that, at some time or another, one or more of you will attempt to accomplish, if you haven't done so already.

MP 5 Now let's get back to our primary subject of internal coordination in the unit. The word **unit** is a loose word that can fit just about any formal organizational structure.

Coordination requires the formal flow of information in two primary directions -- vertically (within the chain-of-command) and laterally (between persons of equal responsibility). There is a third type of coordination and that is the informal type (between individuals at any level of the unit).

I will address the lateral flow of information first because it is the most widely used method that unit staff officers use to do their work. In this achievement you are required in your staff study analysis to interface with flight commanders and flight sergeants in the cadet unit. You must check to see if each cadet is progressing in a timely manner in their military training requirements. Your observations must then be passed on to any other cadet staff person that has some responsibility in the training process.

Let's say the cadet Jones (a fictitious character in this scenario) happens to be a little slow in his/her advancement. It is quite possible that you might talk with cadet personnel officer about checking the personnel folder on Jones to see if there is any noted reason for the slow progression. You may also ask the flight sergeant and flight commander for their opinions on the observed problem. They may have talked to Jones about the problem, but haven't done anything about it.

Once all the facts have been gathered, it may be necessary to establish a plan that will help Jones advance at a more satisfactory rate. At this point, it may be advisable to use some of the vertical coordination scheme and consult the cadet commander on the problem for a possible solution.

In doing all this gathering of information, consulting those that need to be consulted, and formulating your plan you might need a simple checklist to help you assure that all the tasks are completed. On this slide is a very simple checklist that you might use in getting through the various stages of your coordination efforts.

TRANSPARENCY 12.3.1 – Ye Olde Cheque List

NOTE: Discuss the checklist items to assure that the cadets are cognizant of what they need to do. The checklist may be reproduced by the instructor and given to the cadets.

Whatever you develop as a checklist, make sure that it covers all the bases - leave no stone unturned to assure completeness of your coordination effort.

Now that all the facts and specifics are incorporated in your plan and it has been coordinated laterally, what's next? Very simple. It goes to the cadet commander for final approval.

Your staff work will inform the cadet commander of the problem and the proposed solution(s) that may be used in assuring the proper advancement of cadet Jones. If the cadet commander signs off on your work, you have succeeded in your coordination effort. If not, more work is required on your part. Get some input from the cadet commander for inclusion in the revised plan. Let's presume that your coordinated plan has the cadet commander's blessing. Now is the time to make it go to work for you.

We will develop this action further in later lessons of management principles.

MP 6 Next in our coordination processes is the informal scheme, or flow, of information. Much of our coordination effort is spent in the informal fashion. There is no specific structure to this method. The wing commander may address an issue with a squadron staff officer to gain some additional insight on the issue. This is a one-on-one informal chat about something of importance to the commander. It is quite possible that this unit staff officer could then say, "The wing commander said...about this particular issue." The action by the squadron staff officer could lead to a wrong conclusion in that the staff officer is moving information via the "grapevine."

Although information moves quickly by word of mouth, it has a tendency to lose its context as it moves from person to person. If you must use this type of information flow, make sure that your communication is accurate. Do not embellish it with your own thoughts on the subject. If you receive a piece of correspondence that must be passed on, 'tis better to read it in its entirety to your receivers or forward it to them by whatever means available. In doing this, you do not inject information that is not there, nor do you delete anything. Let the receiver of the information draw his own conclusions. This may be an informal movement of information, but it is not via the grapevine.

In the informal method of coordination, that which moves from person to person by word of mouth will receive a lot of distortion by the time it gets back to the originator. It is best that we do not use this type of informal information flow, if we can avoid it.

MP 7 External coordination is the communication process between your unit and that of others. Each flight is part of a larger unit, normally a squadron, and that of a group or wing. To have a unified operation of all units, external coordination is a necessity. All activity must be coordinated by whatever means are available to the commanders. To plan and encampment at a DoD installation requires this type of coordination between the CAP wing, its CAP-USAF liaison office and the project officer of the installation to be used.

MP 8 What medium should be used in the coordination process? In most cases, the written word is the most suitable. By doing your coordinating in writing the content of your information is not changed and all parties receive the same information. You will always have a file copy of your correspondence, whereas you might only have a few notes of something said verbally.

The use of verbal coordination has a definite advantage, though. You have the ability to develop a friendly and cooperative attitude with your receiver, and it helps stimulate individual and group

morale. Verbal communication is generally used in unit staff meetings and briefings. Determine what method is best for the situation.

NOTE: The instructor to further develop the cadets' comprehension level of this material may use any time remaining in this class period. Be productive and challenging.

Conclusion

SUMMARY: In summation, we have reviewed some material from previous lessons on management principles and discussed the processes of internal and external coordination, plus the appropriate medium to be used, i.e., written or verbal.

REMOTIVATION: Since leadership is about getting other people to do what you want them to do, it follows that communicating is an important skill. The coordination process is, in part, a development of that skill; a skill that must be mastered if you are to be effective leaders.

CLOSURE: Complete all the reading of this chapter and the review exercise in preparation for your achievement examination. Class is dismissed.

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**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this lesson was for each cadet to master the process of communications coordination.

LESSON QUESTIONS: Completion of the chapter review exercise satisfies this requirement.